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| ***Mon*** | ***File*** | ***Language Learning*** | ***Skills Building*** | **Competencies / Project****Designing an advertising****Leaflet for a restaurant** |
| **1 It's my treat .** | **Food and Drink** | **Function** | **Grammar** | **Words and Sounds** | **Primary Skills** | **Social Skills** |
| - Making suppositions- Seeking agreement- Giving instructions- Carrying out a procedure- Asking for and giving information | - Tag questions- The imperative (consolidation)- Sequencers (consolidation)- Comparatives and superlatives of adjectives (consolidation) | **Vocabulary** | **Sound System** | **Listening** | **Speaking** | **Reading** | **Writing** | - Dining out- Talking about meal times- Giving a recipe to a guest- Advertising a restaurant- Writing a letter of invitation  |
| - Vocabulary related to food and eating (name of dishes cooking and eating habits)- Vocabulary related to map reading- Suffix **-ed** | - Silent letters- Long and short vowel sounds **/i/ /i:/** and **/e/**- Intonation in tag questions- Pronunciation of suffix **-ed** | - Listening for specific information- Listening for general ideas- Listening for conversation | - Talking (about the origin of some foods)- Predicting and checking predictions in spoken texts | - Reading instructions (for making pancakes)- Predicting and checking predictions in written texts- Distinguishing between fact and opinion (in an advert)  | - Writing instructions (for a menu, a recipe…)- Transforming a text giving advice about table manners into a set of instructions - Reading and interpreting food labels  |
| **2 You can do it** | **Citizenship – Sustainable Development**  | - Expressing ability- Expressing possibility- Asking for and giving Permission- Expressing agreement and disagreement | - Modals **can, may, might and could**- Irregular forms of modals **can** and **could: am able/ will be able to** - Modals **must/ have to** and **need to** (consolidation)- Agreement and disagreement patterns **so can I/ neither can I/ so am I/ neither am I, so have I/ neither have I**  | - Vocabulary related to technology, animal life- Equivalents of defective verbs (modals): **allow to, permit to, capable of …**- Prefixes: **il/ im/ in/ ir/ un/** and **dis** | - Stress in words starting with prefixes- Weak and strong forms of auxiliaries **was/ were/ can/ do/** and **have** | - Listening to an interview- Listening for functions (agreement and disagreement)- Listening for intonation patterns- Listening for specific information | - Talking about one's abilities- Talking about possibilities - Talking about obligations and rights | - Reading a magazine article- Reading for specific information- Predicting and checking predictions - Interpreting texts with the help of illustrations  | - Writing a short magazine article/ a school report- Transposing information to a graph - Drawing a graph - Writing texts from a graph | - Making a survey- Managing through conversation - Drawing rules for a charter | **Competencies / Project****Making a profile of changes in****man's capabilities** |

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| **3 Great expectations**  | **People and places**  | - Predicting- Giving information (consolidation)- Expressing condition- Expressing satisfaction and dissatisfaction - Making suggestions, requests, offers, promises using **if**.- Locating places (consolidation) | - Time clauses with **when / while / as soon as / before / after / till** and **until**- Conditional **type 1**- future with **will** (consolidation) | - Vocabulary related to hopes and expectations - Vocabulary related to the U.S. educational system- Suffixes – **er, ist, ian** and **or** | - Clusters- Vowel sounds//, /u:/, //, /:/, / : / and / æ/- Intonation in **WH** questions(consolidation) | - Listening for specific information- Listening to a talk- Listening for general ideas- recognising tone in speech | - Making a short class presentation- Talking about one's expectations- recognising tone in speech | -Reading for specific information (CD jacket)- Reading for general ideas (song)- Recognising features of a song- Guessing meaning from context- Recognising tone in written texts  | - Transferring information (from oral script to map and from map to speech)- Transforming prose into song- Summarising- Writing about contingency plans- Writing about one's expectations  | - Acting as a tourist guide- Making decisions for the future- Planning an excursion- Drawing a road map- Making a fact file | **Competencies / Project****Arranging a conference**  |
| **4 Then and now** | **Customs and mores**  | - Remembering- Expressing surprise and interest- Asking for and giving information- Describing people (consolidation) | - The simple past tense (consolidation)- The semi modal **used to** - Relative pronouns **which, who, where, whose, that**- Time sequencers (consolidation)  | - Vocabulary related to old crafts, antiques, history, geography … | - Diphthongs- Triphthongs  | - Listening to a radio interview- Listening for specific information- Listening to a lecture( making notes ) | - Coping with interruptions in a conversation- Asking for clarification- Correcting oneself- Doing a class presentation- Speaking form notes | - Reading a letter of opinion- Recognising important information in a text- Deducing the meaning of words from context- Recognising organisational patterns in written texts ( listing ) | - Avoiding repetition in writing- Writing from notes- Writing a short biography- Writing about one's reminiscences  | - Writing a letter of opinion for publication- Solving riddles- Singing- Making connections between the present and the past- Making a fact file | **Competencies / Project****Making a differences poster** |

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| **5 Dreams, dreams …** | **Cultural exchanges**  | - Expressing uncertainty - Expressing remote possibility- Seeking and giving advice- Asking for and giving recommendations- Making suggestions - Giving warnings - Stating possible options | - Conditional **type 2**- Modal **might If I were** … **would** and **could** in recommendations (I'd really recommend/ recommend…)- Superlatives of adjectives ( consolidation ) | - Vocabulary related to travel / tourism- Money matters- Jobs and careers | - Intonation in questions- Intonation : **yes** (query, doubt, assertion)- Stress shift in words such as **increase** (noun) and **increase** (verb) | - Listening for gist- Listening for general ideas- Listening to a radio interview  | - Using hesitation devices- Talking (host and guest in a quiz show- Talking (passenger- taxi- driver)- Talking (customer- travel agent) | - Reading an e-mail- Reading a note- Reading a Guinness page- Reading a newspaper article- Making hypotheses - Recognising organisational patterns in written texts- Organising argument in writing   | - Writing letters to ask for and give advice- Using link words such as **in addition, as a result** …- Completing a letter of opinion | - Recording interviews and writing transcripts - Advising in speech and writing- Managing through conversation | **Competencies / Project****Laying out a newspaper problem page**  |
| **6 Fact and fiction** | **Arts and sciences** | - Narrating ( consolidation )- Reporting - Expressing interest and surprise- Comforting and re-assuring | - The past simple tense ( consolidation )- The present perfect tense ( consolidation )- The past continuous tense( consolidation )- Interrupted past actions with **when, while** and **as** | - Vocabulary related to old crafts, antiques, history, geography …- Word formation : suffix – **tion**  | - Stress in words ending with suffix – **tion** - Intonation in questions expressing surprise and interest - Stress shift in word ending with suffix – **tion** - Vowels /e/ and /æ/ - Weak and strong forms of auxiliary **to be** | - Listening to an interview - Listening for conversation- Listening for specific information | - Talking about personal experience - Talking about an accident ( Eyewitness- policeman / journalist ) | - Reading a newspaper article- Making inferences from a written text- Making and checking narrative predictions- Reading and interpreting a brainteaser | - Writing a sequel to a fairy tale- Editing (Punctuation and capitalisation)- Writing a note about an unlucky day - Transforming newspaper heading into full sentences- Writing a newspaper article about an accident  | - Sympathisingin conversation - Writing a letter of condolences- Writing a letter of congratulations - Writing an obituary notice- Drawing lessons for life (morals) from tales- Recording a folktale and telling it in English- Reporting on an accident | **Competencies / Project****Making a scrapbook**  |